

PLEASURE READING IN THE MIDDLE SCHOOL: ITS EFFECTS ON
READER ATTITUDES, INTEREST, AND ACHIEVEMENT

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Abstract

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PLEASURE READING IN THE MIDDLE SCHOOL: ITS EFFECTS ON READER ATTITUDES, INTEREST, AND ACHIEVEMENT

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This study investigated whether in-school, daily pleasure reading has any significant effect on student reading attitudes, interests, and achievement levels. The "pre-experimental one group" pretest/posttest research design was used to determine if significant differences existed between students' pre and post treatment performance. The instrument used in data collection for pretest and posttest analyses was the Gates MacGinitie Reading Test. The t- test for dependent samples was used to analyze the data. Other instruments used were (1) an interest inventory; (2) student log folder to identify types of materials read; (3) an attitude survey to distinguish reader attitudes; and, (4) a researcher checklist to determine the extent to which students were engaged in reading during the intervention. Bar graphs and tables were used to organize the data. The treatment manipulation consisted of students reading in-school for pleasure self-selected materials daily

for a period of twelve weeks. The students read at least thirty minutes during the school day.

The significant findings of the study are: 1) There was a significant difference between eighth grade student pretest and posttest reading achievement scores in vocabulary as measured by the Gates MacGinitie Reading Test after twelve weeks of PARTY sessions; 2) There was no significant difference in pretest and posttest reading achievement scores in the area of comprehension as measured by the Gates MacGinitie Reading Test after eighth grade students participated in a twelve week pleasure reading program; 3) Students illustrated remarkable improvement in attitudes about reading after completing a twelve week reading program which emphasized pleasure reading; 4) There was a significant difference in reading interest of eighth grade students who completed a twelve week PARTY session which emphasized daily in-school pleasure reading.

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CHAPTER I

INTRODUCTION

RATIONALE

There is a literacy crisis in America. People simply do not read. Although reading is indeed fundamental and a very necessary component of one's life, there is a preoccupation with television, video games, and other unfortunate distractions that take the place of reading. Our society values these distractions and is consumed by them. On the other hand, the value placed on reading is terribly undermined. This lack of value on reading is easily identified through observing the interest and attitudes of society, and more specifically individual families, in regards to their reading behaviors. Reading behavior is affected by reading interest and attitudes. This certainly is the case for adolescents.

An increase in reading interest, attitudes, achievement and thus one's literacy level can be facilitated by assisting adolescents in developing a love of reading. In reference to the education process, this love of reading can be enhanced effectively through middle years reading programs that encourage and allow the student to read actively.

Students read what appeals to them. A love of reading can be developed by giving students an opportunity and encouraging them to read material that is of interest to them. If students are allowed an opportunity to read whatever they select to read (pleasure read), things will happen. Stephen Krashen, author of The Power of Reading suggests that if students pleasure read, their reading comprehension will improve, and they will find difficult, academic-style texts more comprehensible. Their writing styles will improve, and they will be better able to write prose in a style that is acceptable to schools. Their vocabulary will improve and will improve at a better rate than if they took vocabulary building courses. Also, their spelling and control of grammar will improve (Krashen, 1993). If students are not allotted significant time to pleasure read, "they will have a very difficult time reading and writing at a level high enough to deal with the demands of today's changing world" (Krashen, 1993). It is increasingly necessary, that we utilize a portion of the school day as required time for a student to pleasure read. Once students learn how to enjoy reading, it is very likely they will continue to read (Pafu, 1967). Reading itself promotes reading. A consistent finding in in-school free reading studies is that children who participate in these programs do more free reading than children in traditional programs (Krashen, 1993). The more a student reads, the more competent a reader he/she should become.

It is important, then, to investigate the influence of a structured pleasure reading program, in the middle school, on students' reading achievement, attitudes and interests.

BACKGROUND OF THE PROBLEM

According to educational researchers, middle school reading instruction has remained unchanged for decades. Gerald Duffy, the author of Reading in the Middle School, observed that middle school reading programs are organized in one of two ways. They first reflect a perspective in which reading is taught as a separate subject (Duffy, 1990). The focus is strictly on skills-related tasks. The second organizational approach observed by Duffy is for educators to incorporate reading into the language arts curriculum. A disadvantage of this approach is that English teachers can not be expected to continuously emphasize reading during the class period because they are held accountable for teaching their own content area: composition, grammar and literature (Duffy, 1990).

Required reading classes on the middle school level seem to be a new phenomenon. Currently, very few schools have in place a core reading program that emphasizes pleasure reading. Many middle schools continue to have reading as part of the English curriculum and have reading labs for remedial readers or have reading with the primary focus on skills-related task. The school from which

the study was conducted has a functional reading lab for its remedial readers, and has a separate Reading Department that encourages recreational/pleasure reading thirty minutes each day. The importance of pleasure reading cannot be overlooked. Providing school time for the actual reading of pleasurable materials can enrich the content areas while it promotes the lifetime reading habit (Sanacore, 1994).

PURPOSE

The major purpose of this study was to examine the influences of pleasure reading on middle grades learners' achievement, interest and attitudes. Additionally, this study tested existing theories of pleasure reading set forth by Stephen Krashen in The Power of Reading and other reading theorists (Krashen, 1993).

STATEMENT OF THE PROBLEM

Do thirty minutes of daily pleasure reading in a structured reading middle years program positively impact students' reading attitudes, interest and achievement?

HYPOTHESIS

Given the survey of the literature and personal knowledge from observing various reading classes, the researcher hypothesized that thirty minutes of daily pleasure reading within a structured reading program, would positively impact the reading behavior (attitudes, interest, achievement) of middle grade students. In order to fulfill the purpose of this study, four hypotheses were formulated:

H₁: There is a significant difference between pretest and posttest reading achievement scores in vocabulary as measured on the Gates Mac-Ginitie Reading Test of eighth grade students in a reading program that focuses on pleasure reading.

H₀₁ to be tested:

There is no significant difference between pretest and posttest reading achievement scores in vocabulary as measured on the Gates-MacGinitie Reading Test of eighth grade students in a reading program that focuses on pleasure reading.

H₂: There is a significant difference between pretest and posttest reading achievement in comprehension scores as measured on the Gates Mac-Ginitie Reading Test of eighth grade students in a reading program that focuses on pleasure reading.

H₀₂ to be tested:

There is no significant difference between pretest and posttest reading achievement scores in comprehension as measured on the Gates Mac-Ginitie Test of eighth grade students in a reading program that focuses on pleasure reading.

H₃: There is a significant difference in attitudes about reading after eighth grade students complete a twelve week reading program that focuses on pleasure reading.

H₀ to be tested:

There is no significant difference in attitudes about reading after 8th grade students complete a twelve week reading program which has as its focus pleasure reading.

H₄: There is a significant difference in reading interest of eighth grade students in a reading program prior to and after completion of a reading program which has as its focus pleasure reading.

H₀ to be tested:

There is no significant difference in reading interest of eighth grade students in a reading program prior to and after completion of a reading program which has as its focus pleasure reading.

RESEARCH QUESTIONS

Research studies on reading have explored the power of reading for pleasure and its impact on literacy and other areas. This study will focus directly on pleasure reading in the middle school and, more specifically, will examine the following research questions:

1. What type of materials do students select for pleasure reading?
2. Do students' attitudes improve after participating in a twelve week, in-school pleasure reading program?
3. Does pleasure reading promote reading achievement?
4. Is student interest in reading changed by participating in PARTY sessions?
5. To what extent do students stay on task when reading for pleasure?

DEFINITION OF TERMS

The following eight operational terms are provided for clarification of the literature and research conducted for this study.

1. PARTY - An acronym coined by middle grade teachers in Atlanta, Georgia, which reflects silent recreational reading for a specified amount of time. It is a designated time set aside when students are encouraged to select their own materials to read. The acronym means Participate Actively in Reading Throughout the Year .
2. pleasure reading - Any recreational type reading which is not required for a grade, but is for enjoyment by the reader.

3. sustained silent reading (SSR) - Students read uninterrupted and silently for a prescribed amount of time.
4. aliteracy - Ability to, but an individuals unwillingness to read.
5. critical reading - Required reading of certain subject matter for purpose of a grade or evaluation.
6. interest - A feeling of curiosity, fascination or absorption that leads to involvement with or participation in something.
7. attitudes - A disposition or state of mind/ feeling with regard to some matter.
8. achievement - To attain or understand with effort through exertion, skill, practice or perseverance.

LIMITATIONS OF STUDY

There were several limitations of this study. The study group was comprised of classes assigned to the researcher, therefore, the population was not randomly assigned. Another limitation was that of time. The researcher had to conduct and complete the study within the time frame of twelve weeks (the equivalent of one school quarter). The third limitation stemmed from the unusually large amount of possible student transfers and withdrawals during the course of the quarter. This can slightly affect the population depending on the number of students arriving and leaving, and the length of time of the treatment. The accessibility of readily available reading material for those students of nationalities other than American or Hispanic origin was another limitation.

DELIMITATIONS OF STUDY

There were several delimitations of this study. The study was only inclusive of 8th grade students ranging from twelve to fifteen years of age at a metro-Atlanta area school. The second delimitation dealt with the culturally diverse population. The population was comprised of approximately 55% African-American students, 10% Caucasian students, 25% Hispanic students and 10% Asians or others.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to provide the theoretical framework from which pleasure reading evolved and which supports the focus and direction of the study. Additionally, this chapter reviews and summarizes those relevant studies pertaining to reader interest, attitudes and achievement with respect to pleasure reading.

THEORETICAL FRAMEWORK

The importance of promoting pleasure reading as an integral part of the reading program is based on the premise that "skills-only" reading instruction does not produce or encourage a literate society whose members read fluently, frequently, and voluntarily (Morrow, 1991). If success in reading is influenced by ones' attitudes toward reading, by their association of reading with pleasure, by the opportunity to practice skills through actual reading, and by exposure to a rich literary environment, then the development of pleasure reading must be a key component of efforts to foster literacy (Morrow, 1991). Such a program

integrates a pleasure reading program and regular reading instruction. The program complements direct instruction of skills with equal time for the following components:

1. Regularly scheduled, adult-guided literature activities (booktalks, discussions, and story telling to promote enjoyment;
2. The creation of library centers in the classroom for housing books and related literature to be used and read in school and taken home; and
3. Time set aside on a regular basis for recreational reading in school.

This proposed framework for reading instruction is guided by D. Holdaway's (1979) concepts of Developmental Literacy, and Teale's (1978) discussion of natural literacy development. Teale argues that the typical literacy curriculum with its progression from part to whole and its hierarchy of skills does not reflect the way children learn (Teale, 1978).

The theoretical perspectives of Teale and Holdaway (Holdaway, 1986) are reflected in recreational reading programs proposed from research investigations. These programs provide children with the opportunity to: 1) observe and emulate the behavior of literate adults who read to them and read themselves; 2) enjoy the support of adults who collaborate or interact with them during literature activities and reward literacy behaviors; 3) have the opportunity to practice skills learned by

engaging in free reading during recreational reading periods and using materials from classroom library centers; and 4) perform or share literature experiences with others, demonstrating what has been learned, through pleasurable experiences such as telling stories and discussing books that have been read (Holdaway, 1986).

Holdaway's theoretical perspective also includes the fact that there are four processes which enable children to acquire literacy abilities. The first he states is observation of literacy behaviors - seeing adults read. The second is collaboration, interaction of another individual with the child, providing encouragement, motivation, and help. The third is practice, during which the learner tries out alone what has been learned, reading for pleasure or to others for instance, without direction or adult observation. The fourth process is performing or sharing literature experiences with others, demonstrating what has been learned, through pleasurable experiences such as telling stories and discussing books that have been read (Holdaway, 1986).

Another theoretical perspective is noted by Dr. Dawn Sheveland. Her theory is reflected in the Sheveland Model of Independent Reading for Pleasure in Figure 1. In a paper presented at the Forty Second Annual Meeting of the National Reading Conference in San Antonio, Texas, Dr. Dawn Sheveland identified certain factors that contribute to the development of readers for pleasure in Figure 2. Some of these factors include: parents being supportive of their

child's interest, books available in the immediate environment, and their child's need for self determination fulfilled by choice of reading material (Sheveland, 1992).

Figure 1:

Sheveland Model of Independent Reading for Pleasure

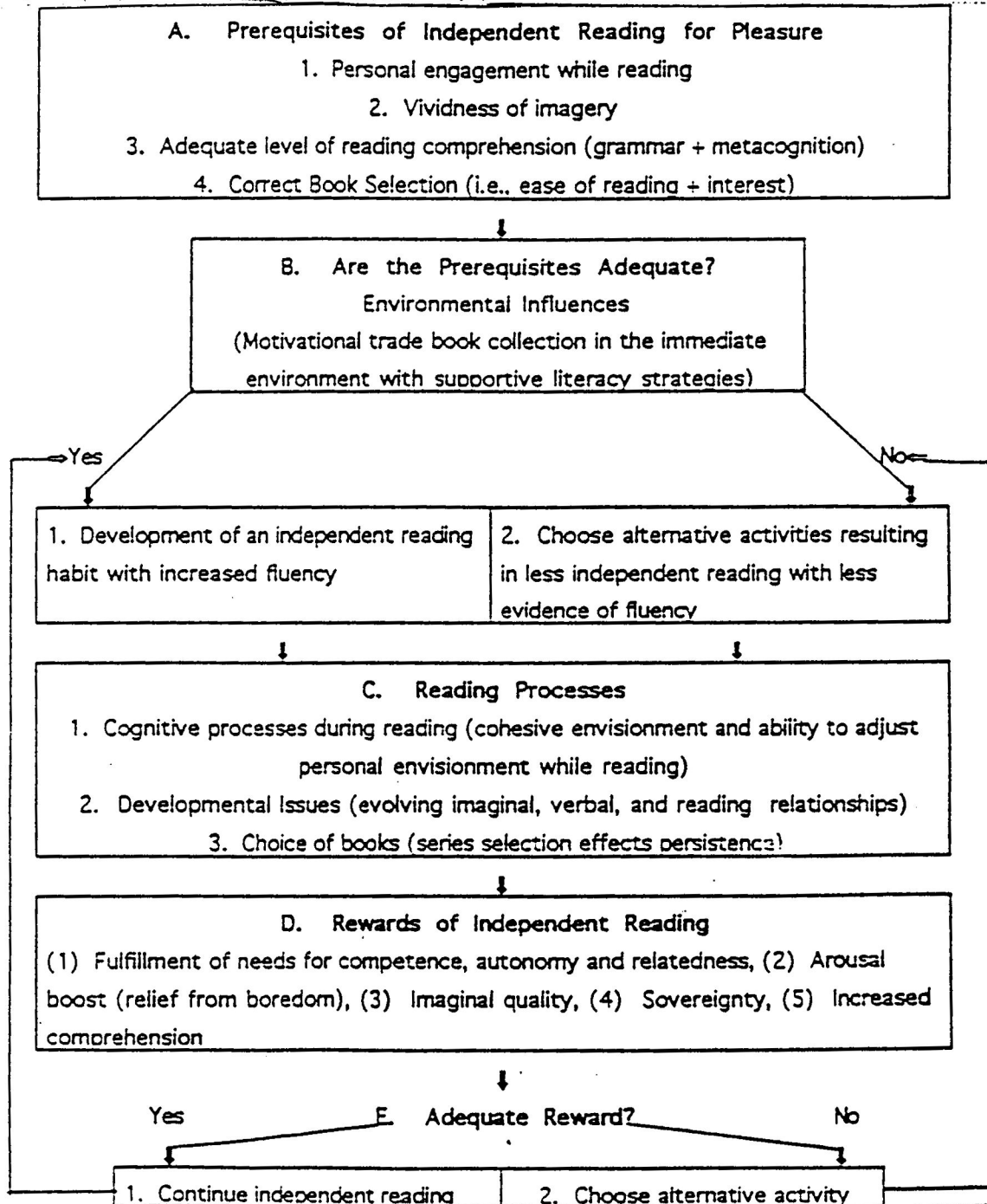


Figure 2:
Factors That Contribute To The Development of Independent Readers For
Pleasure
by Dawn Sheveland, Ph.D.,

Home Influences, Intrinsic, Motivation and Reading for Pleasure	Classroom Context	Intervention Strategies
Parent's supportive of child's interest	Interest centers available daily	Literature labeled by interest categories
Books available in immediate environment	Teachers brought in their books and went to the library weekly	Literature primarily in paperback with appealing covers
Parent talk scaffolds child's understanding of increasingly more complex books	Teachers read aloud daily and discussed books	
Child's need for a sense of competence is fulfilled by child setting the level and pace of reading	Child selects interest areas that he/sahe has an interest in and can do (e.g. listening center)	Books arranged from picture books to gradually longer books in interest categories
Child's need for self determination fulfilled by choice of reading material	Children choose their independent reading selection from library and home	More choice is given by amount of books
Child's need for relatedness is fulfilled by parental relationship	Teachers encourage independent reading and model reading for pleasure	1. Students bring in books to share 2. Many of the books have characters with whom they identify
A sense of sovereignty due to control of time and choice of genre	Daily sustained silent reading and length and type of book is self selected	1. Books can be taken home 2. Variety of interests, ethnicities and gender
Reading and writing for real purposes	Integrated language Homey reading area	
Rereading at child's request		Books arranged in series

However, the most compelling theory about in-school pleasure reading comes from two groups of researchers, Hagerty, Hiebert and Owens in 1989 and Klesius, Griffith and Zielonka in 1991. They concluded from their studies that students in in-school pleasure reading programs made gains equal to or greater than children in skills instructed reading programs (Hagerty, Hiebert, & Owens 1989 and Klesius, Griffith, & Zielonka 1991). The two groups of researchers theorized that reading achievement can occur without formal skills instruction. Moreover, they suggest that reading is powerful enough to accomplish reading achievement all by itself. There is strong support for this theory. Two cases in point are Richard Wright and Malcolm X.

Richard Wright grew up in an environment where reading and writing were disapproved of by his family members: his grandmother actually burned the books he brought home "branding them as worldly" (Wright, 1966). Wright deeply desired to read so he attempted to gain access to reading material any way he could. He even delivered newspapers so he could read them. Wright attributes his language development to reading, not English grammar.

Malcolm X practically educated himself in prison. He read all the time and became an avid reader: "In every free moment I had, if I was not reading in the library, I was reading on my bunk. You couldn't have gotten me out of books with a wedge..."(El-Shabazz, 1964).

Research studies show that when free reading and direct or traditional instruction are compared directly in method comparison studies, free reading nearly always proves to be superior on tests of reading comprehension, vocabulary, writing, and grammar (Krashen, 1993). M. Foertsch in his book Reading In and Out of School found that reading, whether self-selected or assigned was associated with better performance on a test of reading comprehension, but that more skills related exercises were not (Foertsch, 1992).

RESEARCH STUDIES: READER INTEREST

Reading a variety of self-selected good books increases interest and achievement in reading. The Commission on Reading in its summary of research in 1985 concluded that "becoming a skilled reader requires learning that written material can be interesting" (Anderson et.al, 1985).

The level of reading comprehension, the amount of reading done, and one's attitude toward reading are all affected by the interest in the material (Asher, 1974). We understand materials best when we are interested; we read more when we select materials that interest us; and, we have a more positive attitude toward reading when we can choose materials of interest (Asher, 1974). S.R. Asher and R.A. Markell conducted a study which found that the interest level of material was a determining factor in reading comprehension. Asher and Markell assessed

middle grade students' (fifth graders) interest and later gave them three reading passages corresponding to their highest, mid level, and lowest rated topics. All children comprehended the high interest materials better than they did the low interest materials (Asher, 1974).

The survey of the literature was conclusive as to young readers interests. Young boys are extremely interested in fiction. They especially like horror books and comic books. In V. Greaney's study outlined in his article, "Factors Related to Amount and Type of Leisure Time Reading," he found that reading comic books positively related to reading achievement (Greaney, 1980). Females are slightly different in general. In a survey of 844 students in ten New York schools, 73 percent of female students preferred romance books (Howard, 1990). Among rural North Carolina students surveyed by Constance Mellon, 90 percent of the girls listed romance as their favorite reading category. Many critics of romance books commonly observed that they have poor character development, use of stereotypes, emphasis on superficial and materialistic values (clothes, make-up, cars, popularity, physical appearance), sexism (female characters only find value in relation to boyfriends), and finally failure to reflect real life (predominance of white, middle class characters, facile solution to dilemmas) (Huntswort, 1990). One could easily fall prey to these criticisms and become side tracked from the real issue of reading. As long as reading is occurring, regardless of text

proponents of pleasure reading suggest that we should feel better as an emerging literate society.

According to the literature, reading educators feel that out of early reading experiences will come the habit of reading. If "Janie" is reading paperback romance ad nauseam, at least she has recognized that reading is a pleasurable activity, and she might even expand her vocabulary (Fughs, 1987).

RESEARCH STUDIES: READER ATTITUDES

In 1762, the philosopher Rousseau speculated that any method of teaching reading would suffice given adequate motivation on the part of the learner (McKenna & Kear, 1990). While present day educators might resist such a sweeping pronouncement, the importance of attitude is nevertheless widely recognized. The student's attitude toward reading is a central factor affecting reading performance (Wixson & Lipson, 1991).

The recent emphasis on enhanced reading proficiency has often ignored the important role played by attitudes in the process of becoming literate. However, schools in general have developed a more positive attitude toward pleasure reading (Athey, 1985).

In three similar "Book Flood" studies, classrooms were filled with large numbers of trade books, and teachers were asked to encourage free reading

(Morrow, 1991). The results reported were better attitudes toward reading than exhibited by children in comparison schools who did not participate in such programs (Elley and Mungubhai, 1983).

The general rationale for independent or voluntary reading programs is that they will promote achievement, attitudes and interests in reading by providing time for students to enjoy reading as a holistic and recreational language activity (Sadoski, 1990). While research findings on the effect of reading on achievement are mixed, the consensus is that independent reading is useful in developing reading maturity and a more positive attitude towards reading (Sadoski, 1990).

Greaney and Clarke (1975) conducted a study of middle grade boys who participated in an in-school, free reading program for thirty-four weeks. They found that the boys' attitudes about reading had improved drastically. Not only did the boys want to do more leisure reading while they were in the program but they were still reading more than comparison students six years later.

RESEARCH STUDIES: READING ACHIEVEMENT

When students pleasure read they become more fluent readers. Studies show that students who read most read best. The research is evident on in-school pleasure reading and its influence on reading achievement. Anderson, Hiebert, Scott and Wilkinson noted in Becoming a Nation of Readers: The Report of the

Commission on Reading, that the amount of pleasure, silent reading that children do is significantly related to gains in reading achievement (Anderson, 1985). Unfortunately, they also reported that the amount of time children spend reading in-school in the average classroom is relatively small. Students in the middle grades average fifteen minutes per school day reading for pleasure (Anderson, 1985). It is certainly possible that students are not getting actual reading practice at school.

The relationship between reported independent/pleasure reading and literacy development is not always large, but it is remarkably consistent. Nearly every study that has examined this relationship has found a positive and very strong correlation, and it is present even when different methods of probing reading habits, and different definitions of free reading are used (Krashen, 1993).

Anderson and his colleagues also report that the amount of reading students do out of school is consistently related to gains in reading achievement (Anderson, 1985). In another study conducted by L. Fielding, P. Wilson and Anderson outlined in "The Contexts of School -Based Literacy," middle grade students completed a daily log of after-school activities for periods ranging from 2-6 months. They found that 50% of the children read books for an average of 4 minutes or less per day, and fully 10% never reported reading any book on any day. For the majority of children, reading from books occupied less than 1% of

their free time. In contrast the children averaged 130 minutes of television viewing per day (Fielding, 1986). The avid readers in this study did as much as 20 times more independent reading than did the children who chose to read less often. As a result, researchers note that these avid readers got a great deal more practice in reading, a factor that helps to explain why children who read a lot make more progress in reading.

More over, pleasure reading is a major force in reading achievement. In a report by the National Assessment of Educational Progress entitled "Who Reads Best? Factors Related to Reading Achievement in Grades 3, 7, 11," the researchers found that pleasure reading increases reading achievement. In the third grade, 75 percent of the readers in the highest percentile reported reading daily in school, compared to 57 percent of the readers in the lowest percentile. The same discrepancy appeared in the results for reading independently outside of school: 56 percent of the better readers read at home every day while only 48 percent of the poorer readers did. For the 7th graders it was reported that the more varied the material the students reported reading, the better the student's reading performance was likely to be (Applebee, 1988).

SUMMARY

Children learn to read by actually reading. Child language researchers have demonstrated that children learn to talk in part because it is a meaningful, indeed an essential, part of life; likewise, meaningfulness in reading is captured when one reads self-selected literature and is allowed to create meaning as they read stories that speak to their own needs, desires, and expectations (Bruner, 1993).

Why should we read for recreation and encourage children to read for themselves? Because reading literature is a most effective way into literacy. Having the ability to read literature is the basic path for becoming literate and for making reading a lifelong habit (Bruner, 1993).

Several studies have indicated that few children or adults choose reading as a source of information or as a recreational activity. Statistics in 1987 on how many middle grade students pleasure read at all were alarming - almost one quarter of the students in this study said that they did no leisure reading (Anderson, 1994). Conversely, most studies conducted in this area have revealed convincing data that suggest students who engage in pleasure, voluntary or recreational reading significantly outperform students who do not.

CHAPTER III

METHOD AND DESIGN

The purpose of this study was to determine whether implementing a middle years reading program which has as its focus pleasure reading, would have an impact on students' reading interest, attitudes and reading achievement. This chapter will describe the methodology used for the study.

RESEARCH METHOD & METHODOLOGY

The research method used for this study was pre-experimental one group design. This design required pretests and posttest administrations. Students were not told of the experiment.

RESEARCH VARIABLES

There were three dependent variables for this study: reading achievement, reading interest and reading attitudes. The group was administered pretests to measure two of the three dependent variables: reading achievement levels and interest.

The independent variable was leisure reading in the form of PARTY. This treatment included giving students the opportunity to read silently for thirty minutes daily in their reading class. All material was self-selected. All other skill related mini lessons (vocabulary building, reading comprehension skills, etc.) were withheld from the group. Instead, the study group presented book talks and discussed current events after each PARTY session. This was the format of the reading class for the remainder of the quarter. After twelve weeks, students were administered posttests to measure the dependent variables of reading achievement and interest again. The third variable of reading attitudes was measured at the end of the twelve weeks. The study group was given surveys to complete regarding their perceived attitudes prior to and after the treatment intervention.

RESEARCH SETTING

The research study was conducted in a metro-area Atlanta middle school. Several socioeconomic and cultural factors are associated with the school which is located in a community of mostly retired, middle income families. However, many of the students are transported in from surrounding areas. These surrounding areas are comprised of heavily populated Asian, Hispanic, and African-American families, most of whom fall in the lower socioeconomic group.

Therefore, the school presently maintains the most diverse student population of a junior high school in the County. This resulted in the actual sample population being one of varied ethnic groups.

The study utilized students in the eighth grade who were required to take reading as one of their core classes. The researcher was the assigned (regular) reading teacher for the group studied.

Studies have illustrated that characteristics of the physical environment play an important role in promoting voluntary reading in the classroom (Morrow, 1991). The atmosphere for this study was very relaxed and conducive to reading. Soft instrumental music played in the background while students were encouraged to sit on blankets, pillows, vents, wherever comfortable. The room had sufficient lighting and the temperature was conducive. The researcher maintained a print rich environment with different genre, newspapers, magazines and other literature accessible and available to students. Every effort was made to make the setting as comfortable as possible for pleasure reading.

DESCRIPTION OF SUBJECTS

The subjects in this study were thirty-two eighth graders between the ages of twelve and fifteen. The group included 35% males and 65% females. The

group was comprised of 55% African-American students, 10% Caucasian students, 25% Hispanics students and 10% Asians or other.

This group was a regular education class determined by the School District with only moderate differences in academic achievement levels. All students were enrolled in the reading class.

DATA COLLECTION AND ORGANIZATION

The type of data which were collected for this study included pretest and posttest scores taken from the Gates MacGinitie Reading Test measuring reading achievement levels in vocabulary development and comprehension; attitudes of students toward reading compiled from a survey validated by a reading specialist; levels of reading enjoyment and types of reading materials used during PARTY sessions which were determined by an interest inventory also validated by a reading specialist, researcher observations and reading log folders.

The data was grouped and organized in tables and graphs which summarized:

1) the results of pretest and posttest scores of achievement tests; 2) results from the attitude survey; and 3) the information obtained from the interest inventory and reading log folders. A checklist was also used to note the extent to which students remained on task as observed by the researcher.

PROCEDURE FOR TREATING DATA

The t test for dependent samples was used to compare the mean scores from the pretest and posttest for statistical significance at the .05 level. A Likert scale was designed to determine students' interest and perceived attitudes. The positively stated items presented on the interest inventory and the attitude survey had responses for which the researcher associated point values. Each individual score was determined by summing the point values for each student. A high point value total score on the inventory or survey was indicative of increased interest about reading and a more positive attitude about reading. All tests were manually scored by the researcher.

INSTRUMENTATION

The instruments used to collect and analyze data for this study were: (1) Gates MacGinitie Reading Test of achievement for pretest and posttest measuring vocabulary and comprehension; (2) a five item survey designed to establish the attitudes students had toward reading prior to and after completing a twelve week PARTY session; (3) an eight item interest inventory coupled with researcher observations to determine levels of reading enjoyment/interest; (4) reading log folders to note the types of materials used during pleasure reading sessions, and (5) researcher checklist to note the extent to which students remained on task.

The Gates MacGinitie Reading Test was two-fold. The first section of the test measured vocabulary and the second section measured reading comprehension. A raw score was obtained from each student for each section of both pretest and posttest.

The attitude survey was used to distinguish attitudes of eighth graders prior to and after a pleasure reading program. The items on the survey were designed by Mark Sadoski, a reading specialist, and slightly modified to determine perceived attitudes. A one to four point scale was used for simplicity and to eliminate a "neutral" center response, thereby calling for a more critical evaluation. For purposes of calculation, all responses were given a rating from one to four with one being the most negative rating and four being the most positive rating. The attitude survey was administered at the end of the twelve week program.

The other instruments which included an interest inventory, daily reading log, and checklist were designed by the researcher. The interest inventory included eight items to determine reader interest. The interest inventory was first administered in August, and then twelve weeks later in November. The daily reading logs were also maintained to note types of materials students were interested in reading. After each PARTY session, students were instructed to list: what they had read, the author of the reading, page numbers read and any

comments about the reading. The checklist was used daily by the researcher to record the extent to which students remained on task.

CHAPTER IV

PRESENTATION AND ANALYSIS

The major purpose of this study was to investigate whether in-school, daily pleasure reading would have a significant effect on students' reading attitudes, interest, and achievement. This chapter will give a brief recapitulation of the study, revisit the instruments used, discuss data collecting procedures and organization, and give a summary of the findings.

The study sought to answer the following research questions:

1. What types of materials do students select for pleasure reading?
2. Do students' attitudes improve after participating in an in-school pleasure reading program?
3. Does an in-school daily pleasure reading program (PARTY) promote students reading achievement by increasing students vocabulary and reading comprehension?
4. Is student interest in reading changed by participating in PARTY sessions?

5. To what extent do students stay on task when reading for pleasure?

Four null hypotheses were tested:

H₀₁: There is no significant difference between pretest and posttest reading achievement scores in vocabulary as measured on the Gates MacGinitie Reading Test of eighth grade students in a reading program that focuses on pleasure reading.

H₀₂: There is no significant difference between pretest and posttest reading achievement scores in comprehension as measured on the Gates MacGinitie Reading Test of eighth grade students in a reading program that focuses on pleasure reading.

H₀₃: There is no significant difference in attitudes about reading after eighth grade students complete a twelve week reading program that focuses on pleasure reading.

H₀₄: There is no significant difference in reading interest of eighth grade students in a reading program prior to and after completion of a reading program which has as its focus pleasure reading.

H₀₁ was tested to answer H₁, research question three and measure the dependent variable of student reading achievement in vocabulary.

The researcher administered the Gates MacGinitie Reading Test as a pretest and a posttest to a population of thirty two, regular education, eighth grade students. The instrument used was timed and had two sections. Part one measured student performance on forty-five vocabulary terms. Students had twenty-five minutes to complete this section of the test. Students were to read the word and select one response out of five possible choices which had the same or nearly the same meaning.

The H_{02} was tested to answer H_2 , research question three and to also measure the dependent variable of student reading achievement in comprehension. Part two of the Gates MacGinitie Reading Test measured student performance on forty-three reading comprehension questions. Students had forty- five minutes to complete this section of the test. They were instructed to read several passages and answer questions about what they read.

Two days were set aside to test the students for the pretest and the posttest. Once students were given the pretest they were encouraged every day to read for pleasure the first thirty minutes during class. No "skill-based" activities were presented. After a period of twelve weeks, students were given a posttest. After collecting and grading the pretest and posttest, the researcher noted the number of correct responses for each test.

In analyzing the data from the pretest and posttest, the level of significance was set at .05 indicating that the researcher is 95% sure of findings. The t test for dependent samples was used to determine if the data obtained indicated a significant difference between the mean scores for the two groups of data. It was revealed as noted in Table 1, that the difference in the pretest and posttest mean scores increased in the vocabulary section of the Gates MacGinitie Reading Test but did not in the reading comprehension section. H_1 was accepted therefore rejecting the H_0 . H_2 was rejected, therefore accepting the H_0 .

H_{03} was tested to answer H_3 , research question number two and measure the dependent variable of reading attitudes. After the students were given the posttest at the end of twelve weeks, they were also instructed to complete an attitude survey on their perceived reading attitudes prior to and after PARTY sessions. In analyzing the data collected about attitudes, the researcher used the Likert scale in Figure 3 to document the results of the attitude survey. The survey was comprised of questions to distinguish reading attitudes and habits. For purpose of calculation, all comments were given a rating from one to four on the following scale:

TABLE 1
SUMMARY OF PRETEST AND POSTTEST
PERFORMANCE OF STUDENTS ON THE
GATES-MACGINITIE READING TEST

Pretest/Posttest (Part I: Vocabulary)

N	Pretest		Posttest		df	t-value
	Mean	Std. Dev.	Mean	Std. Dev.		
32	20.625	6.7334	24.125	7.1516	32	1.984

Results: the t of 1.984 > 1.70 so reject Ho at the .05 level of significance as it pertains to Vocabulary.

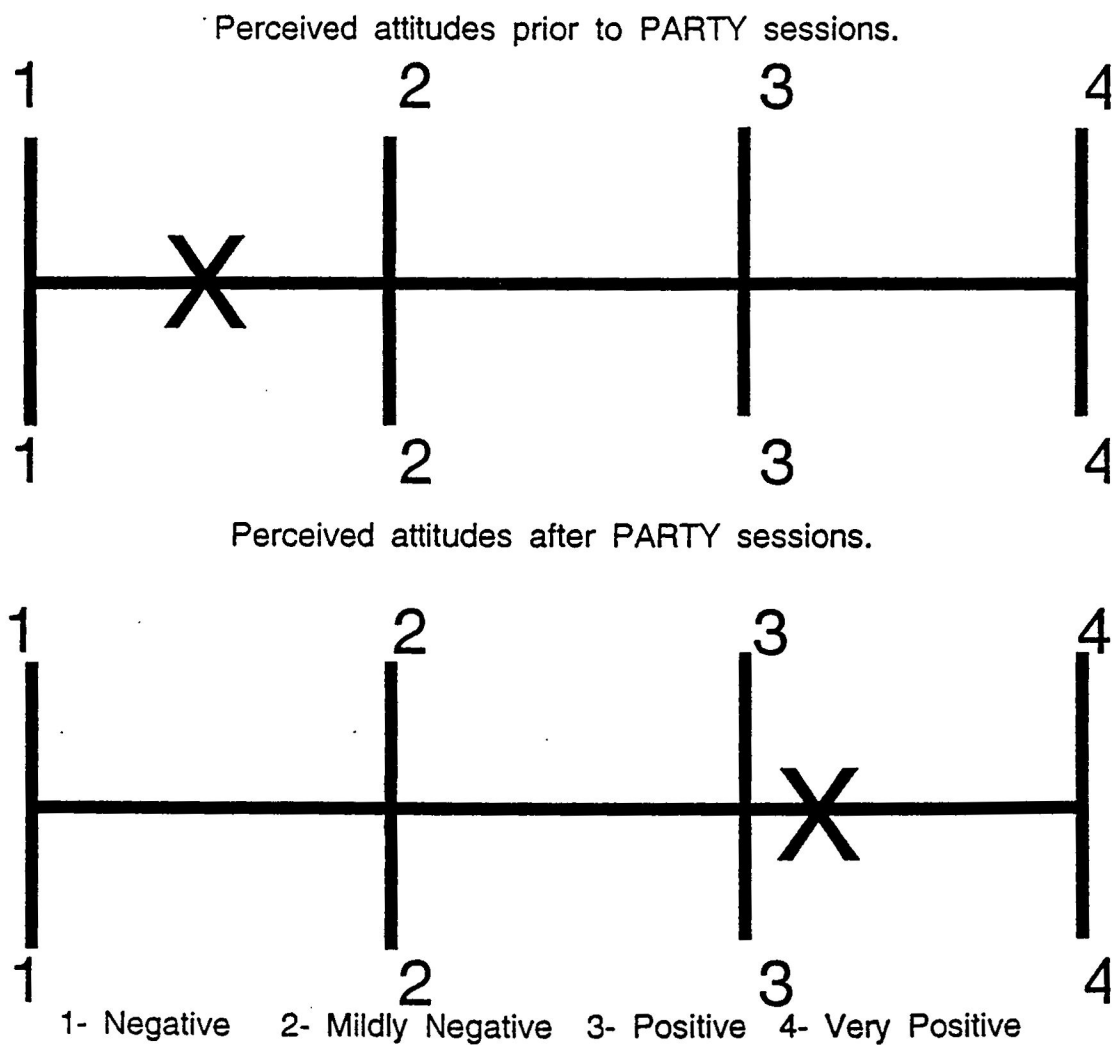
Pretest/Posttest (Part II: Comprehension)

N	Pretest		Posttest		df	t-value
	Mean	Std. Dev.	Mean	Std. Dev.		
32	24.1875	7.1366	22.2813	6.8826	32	-1.07

Results: the t of -1.07 > -1.70 so accept Ho at the .05 level of significance as it pertains to comprehension.

FIGURE 3
SUMMARY OF PERFORMANCE ON
ATTITUDE SURVEY

What are perceived reading attitudes prior to and after a twelve week pleasure reading program?



- 1 - negative criticism
- 2 - mildly negative comments
- 3 - positive comments/mild praise
- 4 - strong praise

Based on the percentage of positive responses as illustrated in Figure 3, H_3 was accepted and H_0 was rejected. The researcher used chi square to determine if there was a significant difference in perceived attitudes prior to and after the treatment intervention. The results as noted in Table 2 illustrate that there is a significant difference in responses to the attitude survey at the .05 significance level.

H_{04} was tested to answer H_4 , research question five and measure the dependent variable of reading interest. Prior to administering the pretest and the posttest, students were given an interest inventory to complete. They were instructed not to write their names on the form and to be as honest and truthful as possible about their responses to the questions presented. In analyzing the data collected from the interest inventories, the researcher designed a bar graph with five point intervals and arranged the numerical value of the responses onto the graph. In creating the instrument used, the researcher developed all questions so that the student's responses would be one of four answers:

TABLE 2

SUMMARY OF STUDENT RESPONSES
ON THE READING INTEREST INVENTORY
AND READING ATTITUDE SURVEY

i. Goal: To test for H_{04} : There is no significant difference in reading interest of eighth grade students in a reading program prior to and after completion of reading program which has as its focus pleasure reading against H_4 : There is a significant difference in reading interest of eighth grade students in a reading program prior to and after completion of a reading program which has as its focus pleasure reading.

N	DF	x from data
32	.3	19.0758

Results: The x of 19.07578 > 7.815 at .05 level of significance so reject, H_0 and accept H_4 .

ii. Goal: To test for H_{03} : There is no significant difference in attitudes about reading after eighth grade students complete a twelve week reading program which has as its focus pleasure reading against H_3 : There is a significant difference in attitudes about reading after eighth grade students complete a twelve week reading program that focuses on pleasure reading.

N	DF	x from data
32	.3	40.22154

Results: The x of 40.22154 > 7.815 at .05 level of significance so reject, H_0 and accept H_3 .

SA - Strongly Agree
A - Agree
D - Disagree
SD- Strongly Disagree

A numerical value was given to each of the above responses. The numerical responses were summed. It was determined that students with high numerical values maintained high levels of reading interest and those with low numerical values maintained low levels of reading interest.

Figure 4 illustrates the pre-test responses of the interest inventory given prior to the PARTY sessions and Figure 5 illustrates the interest inventory responses given after the PARTY sessions. There were eight items presented on the interest inventory. As shown in Figures 4 and 5, students' reading interest increased after participating in PARTY sessions; therefore H_4 is accepted. Table 2 outlines the statistical analyses using chi square to show that there is a significant difference in the responses to the pre and post inventory survey at the .05 significance level.

Research questions one and five offer support to H_1 which sought to measure reading interest. During the PARTY sessions, the researcher remained in the classroom and observed students reading. A checklist was used to note instances when students were not engaged in reading. Also students were required to maintain a student log folder. This folder contained log sheets for students to list, daily, what they read during the PARTY sessions. The results supported

findings in the literature regarding reading interest of this age group. Most students read fiction and romance novels.

FIGURE 4:
SUMMARY OF PRETEST RESPONSES
OF INTEREST INVENTORY

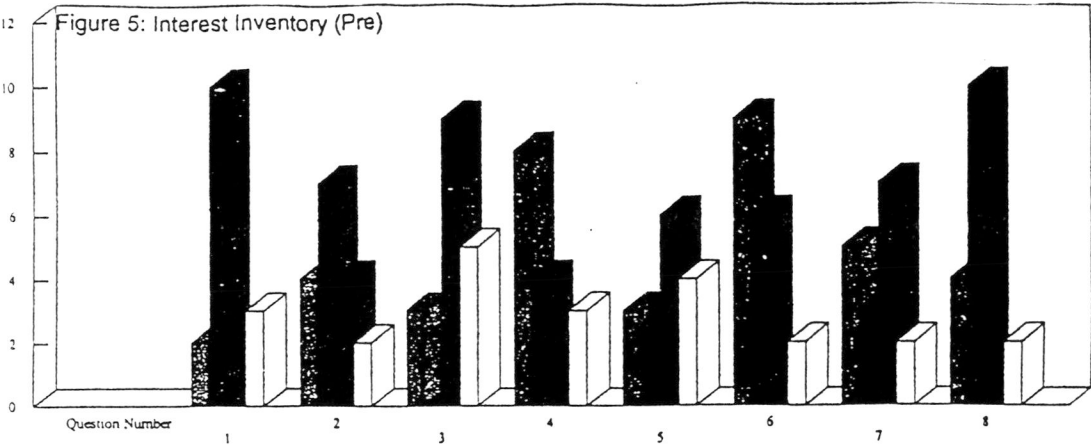
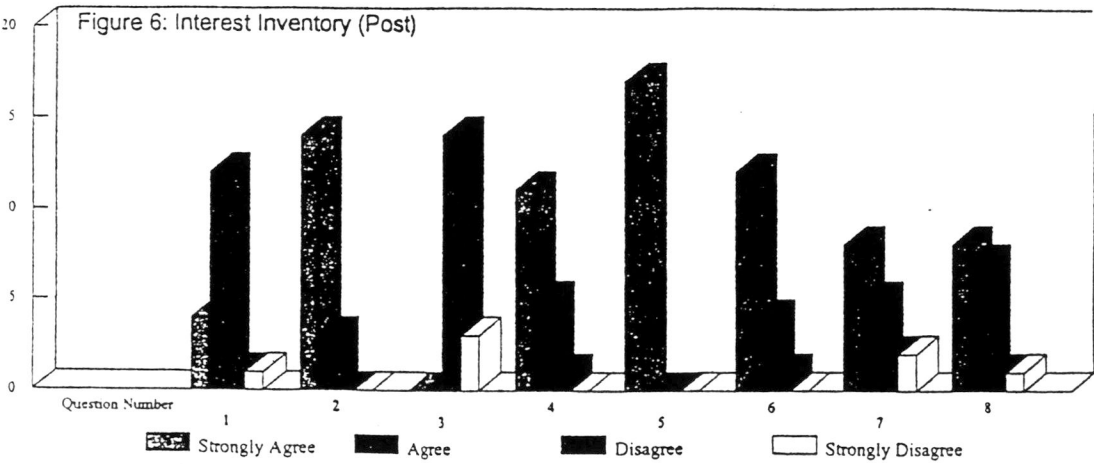


FIGURE 5:
SUMMARY OF POSTTEST RESPONSES
OF INTEREST INVENTORY



SUMMARY OF FINDINGS

The results of the Gates MacGinitie Reading Test revealed that eighth grade students participating in a reading program that emphasized thirty minutes of daily pleasure reading improved significantly in vocabulary skills, but not in reading comprehension over a twelve week period. There was also improvement in students' reading interest after completing the PARTY program as compared to interest levels prior to the reading program. Eighth grade students, after completing the PARTY program, had positive attitudes about reading and the reading program. Students remained on task over ninety-five percent of the time. Occasionally, the researcher would request that a student stop talking or lift his/her head off the desk. Students also selected some very interesting novels to read. As noted in Appendix 5, most read fiction and romance.

Major findings from the analysis of data are listed below:

1. There is a significant difference between pretest and posttest reading achievement scores in vocabulary as measured on the Gates Mac-Ginitie Reading Test of eighth grade students in a reading program that focuses on pleasure reading;
2. There is a significant difference in attitudes about pleasure reading after eighth grade students complete a twelve week reading program that focuses on pleasure reading;

3. There is a significant difference in reading interests of eighth grade students in a reading program prior to and after completion of a reading program which has as its focus pleasure reading.
4. There is no significant difference between pretest and posttest reading achievement in comprehension scores as measured on the Gates Mac-Ginitie Reading Test of eighth grade students in a reading program that focuses on pleasure reading.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, DISCUSSION, AND RECOMMENDATIONS

RECAPITULATION OF BASIC ELEMENTS OF STUDY

In an information age, literacy demands not only the ability to read and write, but also the ability to process information and communicate effectively. Research suggests that reading proficiency increases with the amount of time spent reading for pleasure. Unfortunately, pleasure reading is often a casualty in our fast paced, media-oriented society. Today's students know how to read but have little or no interest in doing so. They have failed to develop a "love of reading;" therefore, they choose not to read. Interest in what one reads affects attitudes about reading which influence reading achievement.

This study was undertaken to investigate whether a daily in-school pleasure reading program significantly impacts student achievement, interest, and attitudes.

Five research questions raised:

1. What types of materials do students select for pleasure reading?

2. What are students' attitudes toward pleasure reading after an in-school pleasure reading program has been implemented?
3. Does pleasure reading promote reading achievement?
4. To what extent do students stay on task?
5. Is student interest in reading changed by PARTY (thirty minute pleasure reading) sessions?

There is abundant evidence that literacy development can occur without formal instruction. Moreover, this evidence strongly suggests that reading is potent enough to do nearly the entire job alone (Krashen, 1993). Reading is consistently shown to be very efficient in developing literacy skills.

In order to fulfill the purpose of this study, four null hypotheses were tested:

H₀₁: There is no significant difference between pretest and posttest reading achievement scores in vocabulary as measured on the Gates-MacGinitie Reading Test of eighth grade students in a reading program that focuses on pleasure reading.

H₀₂: There is no significant difference in between pretest and posttest reading achievement scores in comprehension as measured on

the Gates-MacGinitie Reading Test of eighth grade students in a reading program that focuses on pleasure reading.

Ho₃: There is no significant difference in attitudes about reading after eighth grade students complete a twelve week reading program which has as its focus pleasure reading.

Ho₄: There is no significant difference in reading interest of eighth grade students in a reading program prior to and after completion of a reading program which has as its focus pleasure reading.

This study was conducted in a metro-area Atlanta middle school. Subjects involved were randomly assigned to regular eighth grade reading classes. The design was pre-experimental one-group pretest and posttest design was used. An interest inventory and survey on attitudes about reading were used.

SUMMARY OF FINDINGS

The major findings outlined below were drawn from the analysis of data presented in the preceding chapter.

There was a significant difference between eighth grade students pretest and posttest reading achievement scores in vocabulary as measured by the Gates MacGinitie Reading Test using the t test after twelve weeks of PARTY sessions. The pretest and posttest reading achievement scores in the area of comprehension, as also measured by the Gates MacGinitie Reading Test, decreased, but not significantly so. Therefore H_1 was accepted and H_2 was rejected.

Middle grade students in the eighth grade showed remarkable improvement in attitudes about reading after completing a twelve week reading program which emphasized pleasure reading. Students' attitudes were measured by an attitude survey validated by Mark Sadoski, a reading specialist and modified to determine perceived attitudes. H_3 was therefore accepted.

There was a significant difference in reading interests of eighth grade students who completed a twelve week PARTY session which emphasized daily in-school pleasure reading. The students' reading interests were measured by an interest inventory and researcher observations to determine levels of reading enjoyment. H_4 was accepted.

In only a few instances observed by the researcher were students off task during the thirty minutes of pleasure reading. Students selected a variety of fiction and nonfiction materials to read as determined by their daily log folders. Occasionally, many read newspapers and magazines available to them.

CONCLUSIONS

There are four conclusions supported by the findings:

(1) An in-school reading program designed to allow students the opportunity to actually read for pleasure proved effective in developing increased reading attitude and interest;

(2) PARTY programs implemented in the middle grades can promote growth in vocabulary;

(3) Students did not improve in the area of reading comprehension after reading daily for pleasure;

(4) Students' interest in reading increases when given the opportunity to select their own reading material.

DISCUSSION

Pleasure reading in the middle school is an important and integral part of developing literacy. This study adds support to part of the theoretical framework of pleasure reading in the middle school. D. Holdaway's (1986) theoretical

perspective includes three processes which enable children to acquire literacy abilities. These processes include observation of literacy behaviors -observing reading models, collaboration, and pleasure reading. Holdaway's theory is supportive of acquiring literacy because it calls on parents to be reading models, educators to provide support and foster a positive attitude about reading, and students to actually engage in reading for pleasure.

Stephen Krashen's (1993) theory of pleasure reading suggests that if students pleasure read, their reading comprehension will improve. This study fails to support Krashen's theory, perhaps due to the lack of a strong experimental design and the short length of time used for the intervention variable. However, the findings of this study were for the most part supportive of the related literature. Eighth grade students vocabulary skills increased when they read for pleasure. Also, there is a positive correlation in students' attitudes and interest in reading when they are encouraged to read and are given the opportunity to read.

The results of this study support making pleasure reading in the middle school a necessary part of developing literacy. It requires a supportive environment, and the administrator is a key player in providing school time for the actual reading of pleasurable materials. To be effective the attitude of the administrator and his or her staff must be one of genuine value of pleasure reading.

As outlined by Joseph Sanacore (1994), in "Lifetime Literacy Through

Independent Reading: The Principal is a Key Player," there are certain things the principal can do to make pleasure reading a major part of the instructional program and develop positive feelings about it. During faculty meetings (or staff development sessions), the principal can highlight agenda items concerning the importance of lifetime literacy. Included might be references to the professional literature, including such valuable information as pleasure reading providing a practical context for applying skills, promoting a sense of ownership, and supporting the lifelong reading habit.

Teachers also play a very important role in underscoring the significance of pleasure reading and developing literacy in the middle school. Educators need direct involvement with pleasure reading. This can easily be done. Teachers should become positive reading models by reading more themselves, and establishing a print-rich environment. Teachers should constantly motivate students to read silently for pleasure during school time. Teachers of other disciplines may consider encouraging students to read during free time or after seat work and other assignments have been completed. Teachers should demonstrate their enthusiasm for reading by using every possible opportunity during their class to engage their students in reading. Most importantly, teachers should have a strong belief in the worth of pleasure reading. It is essential that educators have favorable attitudes about voluntary/independent reading.

IMPLICATIONS

There are several implications of this study based on the findings and conclusions:

1. Reading attitudes and interest can be changed;
2. There are certain positives associated with allowing adolescents to read for pleasure during the school day and encouraging them to develop a life time reading habit;
3. Maintaining a print-rich environment in the classroom is beneficial in developing reading achievement, attitudes and interest in middle grade learners from diverse cultures.

RECOMMENDATIONS

Becoming a Nation of Readers calls upon us all to actively participate in creating a literate society (Anderson, 1986). Teachers, parents, and policy makers each have different but very complimentary roles. The recommendations in this section are supported by the summary, findings, conclusions, and implications of this study. Also included are recommendations pertaining to the actual study.

a life long reading habit. Educators should also constantly encourage their students to read. The more one reads, the better reader he/she will become.

Parents should become readers themselves. It is very difficult to insist that children become readers if they have no positive reading models. When children see and sense their parents' excitement about reading, they are apt to catch a little of it themselves. Ann Wilson (1993), author of "Reader for Life: How to Kindle Your Kids' Interest in Reading," has some very powerful additional recommendations for parents to encourage their children to read for pleasure.

Policymakers should require implementation of PARTY programs or other types of recreational or pleasure reading programs in all middle schools to enhance the reading achievement, interest and attitudes of the middle grade learner. This program should be implemented as part of the students core curriculum.

One recommendation is made for further study: This study should be replicated with a stronger experimental design, over a longer period of time which includes a control group.

APPENDIX 1

Gates Mac-Ginitie Reading Test

PART 1: VOCABULARY (Pretest)

DIRECTIONS: Circle the letter next to the response which means the same as the underlined word.

VOCABULARY

1. equal
 - a. added
 - b. plural
 - c. first
 - d. same
 - e. hard-won

2. glow
 - a. frown
 - b. shine
 - c. lower
 - d. mist
 - e. smoke

3. emotion
 - a. movement
 - b. smoothness
 - c. feeling
 - d. convention
 - e. comfort

4. improper
 - a. not supported
 - b. not suitable
 - c. impressed
 - d. childish
 - e. personal

5. locality

- a. season
- b. size
- c. impressed
- d. childish
- e. place

6. texture

- a. surface grain
- b. combination
- c. lesson
- d. frame
- e. script

7. violate

- a. ease
- b. delay
- c. accept
- d. sue
- e. break

8. vital

- a. greasy
- b. royal
- c. medical
- d. essential
- e. visible

9. lullaby

- a. song
- b. sleep
- c. stop
- d. mammal
- e. cloak

10. data

- a. proof
- b. small pieces
- c. information
- d. calendar
- e. machinery

11. narrate

- a. make narrow
- b. estimate
- c. perform
- d. create
- e. tell

12. vary

- a. differ
- b. compare
- c. increase
- d. air out
- e. pray

13. salvage

- a. float
- b. fit together
- c. moisten
- d. barbarian
- e. save

14. festivity

- a. score
- b. holiness
- c. rejoicing
- d. harvest
- e. birth

15. accuracy

- a. boldness
- b. aim
- c. exactness
- d. point
- e. time

16. confidential

- a. sealed
- b. shameful
- c. evident
- d. positive
- e. private

17. massive

- a. heavy
- b. dangerous
- c. unfriendly
- d. strained
- e. military

18. pursue

- a. watch
- b. chase
- c. show
- d. demand
- e. accuse

19. worthy

- a. ancient
- b. good
- c. worldly
- d. prosperous
- e. deep

20. abrupt

- a. above
- b. ragged
- c. tense
- d. sudden
- e. hot

21. transact

- a. mark out
- b. carry out
- c. vanish
- d. damage
- e. train

22. enlarge

- a. magnify
- b. stress
- c. size up
- d. photograph
- e. screen

23. ravage
- a. grow old
 - b. sell quickly
 - c. scream
 - d. destroy
 - e. hospitalize

24. vacate
- a. amuse
 - b. seal off
 - c. tear down
 - d. travel
 - e. leave

25. truce
- a. tiny bit
 - b. cease fire
 - c. flag
 - d. honesty
 - e. comb

26. velocity
- a. speed
 - b. capacity
 - c. wind
 - d. crowd
 - e. meanness

27. frenzy
- a. closeness
 - b. dismay
 - c. wildness
 - d. piracy
 - e. ritual

28. opponent
- a. power
 - b. neighbor
 - c. plumpness
 - d. flavor
 - e. foe

29. reminiscence

- a. proportion
- b. miniature
- c. criticism
- d. memory
- e. shimmer

30. evade

- a. evaporate
- b. shadow
- c. alternate
- d. protect
- e. avoid

31. comply

- a. decline
- b. compound
- c. obey
- d. fold over
- e. back up

32. effective

- a. diseased
- b. capable
- c. tough
- d. busy
- e. noticed

33. serene

- a. sung
- b. unknown
- c. powerful
- d. calm
- e. green

34. gauge

- a. choke
- b. alter
- c. measure
- d. cough
- e. carve out

35. belligerent

- a. hostile
- b. musical
- c. immigrant
- d. stiff legged
- e. defensive

36. congruent

- a. numbered
- b. central
- c. conscious
- d. agreeing
- e. courageous

37. entice

- a. lace
- b. scratch
- c. lure
- d. deceive
- e. hold back

38. moderate

- a. extra
- b. scold
- c. fashionable
- d. up to date
- e. not extreme

39. devastation

- a. settlement
- b. auction
- c. ruin
- d. miracle
- e. radio wave

40. robust

- a. healthy
- b. broken
- c. stolen
- d. young
- e. true

41. casualty

- a. indifference
- b. victim
- c. reason
- d. statistics
- e. strategy

42. obstinacy

- a. fate
- b. shame
- c. roughness
- d. stubbornness
- e. obituary

43. drawl

- a. pour off
- b. speak slowly
- c. drift away
- d. shout
- e. tug

44. bias

- a. axis
- b. mistake
- c. double cross
- d. news report
- e. slant

45. jocular

- a. merry
- b. odd
- c. sneaky
- d. generous
- e. bumpy

STOP

CHECK YOUR WORK.

PART II: COMPREHENSION (Pretest)

51. If you look carefully at the front legs of an ant, you will see one place with long stiff hairs. These hairs are used like a brush. An ant lifts its leg up and pulls an antenna through the "brush." An ant also licks clean every part of its body it can reach with its tongue. Any part the tongue can't reach, the ant cleans with its feet.

51. An ant cleans itself with its

- a. teeth b. antennae c. tongue d. claws

52. An ant has a "brush" on its

- a. mouth b. stomach c. front legs d. head

During his lifetime, the inventor Frederick McKinley Jones, a black American, was awarded more than 60 patents. More than 40 were for refrigeration devices. One of these was a unit to cool the inside of a truck. This first practical truck refrigeration unit helped to completely change the food industry. For the first time it was possible to transport meat, fruit, vegetables, eggs, butter, and other produce that needed refrigeration over long distances during any season of the year. New markets were created for many food crops. The eating habits of many people were changed. Frozen food became available to more individuals.

53. "New Markets" refers mostly to people who live

- a. overseas b. on islands c. far from highways d. far from farms

54. Which word best describes the kind of food most affected by Jones's invention?

- a. canned b. perishable c. surplus d. imported

55. Jones's invention mainly affected the way food was

- a. prepared b. grown c. transported d. eaten

A zebra has a very fine sense of smell and a keen sense of hearing, so it can usually scent danger or hear trouble coming more quickly than an ostrich, which lacks these abilities. The ostrich, on the other hand is blessed with unusually fine

eyesight. It can see danger approaching when a zebra cannot. By staying together, these two pool their defenses. In this way, they have triple protection against common enemies.

56. An ostrich is known for its good

- a. eyesight b. intelligence c. sense of smell d. hearing

57. When the two animals are together, they are

- a. braver b. safer c. enemies d. dangerous

The world's highest tides, in the Bay of Fundy between New Brunswick and Nova Scotia create a reversing waterfall. On the outgoing tide, the Saint John River in New Brunswick rushes down over fall like rapids at its mouth. With the incoming tide, the river water backs up so that it flows upstream over the same rapids, which then churn and cascade in the opposite direction. In the Petitcodiac River, the same tides cause a remarkable wall of water, called a bore, from three to six feet high to rush up the nearly empty river at the incoming tide.

58. What is a bore?

- a. a wall of water b. a waterfall c. the mouth of a river
d. an empty river

59. What is the passage designed to do?

- a. describe a natural event b. express a love of nature
c. warn the reader d. make us believe an old tale

60. The change of direction described in the passage is caused by

- a. the Saint John b. the Petitcodiac c. cascades d. tides

Knowing cooks remember to stand back when they cut and grate horseradish root. This plant has the most powerful odor of any garden vegetable. Its smell can bring tears to the eyes. Fiery horseradish is used to spice food,

61. This passage is mainly about

- a. cooks b. gardens c. onions d. horseradish

62. In the passage, "knowing cooks" means

- a. cooks who know b. cooks who are known c. knowing about cooks
- d. knowing some cooks

The snail carries his home on his back. The lizard has his favorite crack in the wall. And masterless dogs have their dark corners where, when night comes, they can creep and from the smell know that this place is their own. Those who have addresses, with the names of streets and numbers that they can use to tell other people where they live, call the rest of us "homeless"; but they are wrong, for every one of us had a home of his own.

63. The author thinks that many people would say that he is

- a. homeless b. masterless c. at home d. a master

64. The author believes that

- a. dark corners are poor homes b. everyone has a home
- c. home is where one goes at night d. homes are not important

65. The author says that addresses are useful for

- a. knowing where you live b. telling others where you live
- c. finding your way home d. coming home to

They had a friendly look, these little houses, not as if they were climbing up the shore, but as if they were rather all coming down to meet a fond and weary traveler, and I could hardly wait with patience to step off the boat.

66. What did the houses seem to do?

- a. tumble down b. climb up c. crowd together d. welcome travelers

67. The person in the passage must have been

- a. rested b. worried c. walking d. arriving

Harriet Martineau was one of many foreign visitors who came to the United States during the first decades of the nineteenth century, eager to explore the new democracy at first hand . After 150 years, Martineau's Society in America remains

a primary source for students of early American society. She described and tried to explain the points of difference and similarity between the young American nation and the more caste-ridden European countries.

68. The main reason Harriet Martineau came to America was to

- a. explore the interior b. settle in a new land
- c. see how the democracy worked d. interview American students

69. What did Martineau try to provide in her book?

- a. proposals for a system of social justice b. the first hand views of young Americans
- c. a comparison of two societies
- d. an explanation of the American Revolution

70. The passage implies that, for today's history student's, Martineau's book may be

- a. a lively account b. a useful source c. out-of-date d. biased

Farmers near the woods find it literally impossible to keep salt blocks in the pastures for their cattle or any reasonable or practical length of time. All sorts of game come in to lick them away. The craving is so great that it overrides natural antipathies. Animals who normally avoid each other forget their differences in the common craze for salt.

71. This passage says that wild animals may forget their

- a. pain b. dislikes c. young d. cravings

72. In the last line, "common" means

- a. shared b. well-known c. ordinary d. frequent

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding line, and you waited with eager heart for something to happen? I was like that ship before my education began, only I was without compass or sounding line and had no way of knowing how near the harbor was. "Light! Give me light!" was the wordless cry of my soul.

73. The author says she felt like a ship that was

- a. moving at night b. in a thick fog c. far out at sea
- d. leaving the safety of the harbor

74. The feeling described in the passage is one of

- a. hopeless despair b. dark foreboding c. anxious searching d. peacefulness

75. What made a big difference in the author's life?

- a. being able to see b. being taught c. going on a boat trip
- d. discovering religion

While the subway system has its own police force, including plainclothes detectives, the most dangerous job is done by the men who repair the third rail. There can be no errors with this work, for the high voltage current is on at all times. If trouble occurs during rush hours, the repairmen may have no more than a minute and a half to work on the live rail before another train comes along. Their only protection is then a rubber mat which they must stand on every moment. All other workers keep their distance, for a careless touch of a hand by someone not on the rubber mat which they must stand on every moment could be fatal. The part of the job which this special crew dislikes is rescuing stray dogs and cats that wander into tunnels and often crouch near the third rail. These animals must be pulled to safety with one quick motion without so much as a tail flicking the supercharged steel.

76. This passage is about the job done by subway

- a. uniformed police b. detectives c. motormen d. repairman

77. The passage says that these people work

- a. in pairs b. all night long c. only during rush hours
- d. apart from other people

78. The passage says that they especially dislike

- a. rescuing animals b. walking in the tunnel c. subway fires
- d. crowded trains

79. How do they sometimes have to work?

- a. in secret b. without light c. quietly d. very quickly

80. To protect themselves, they

- a. use rubber mats b. stop the trains c. radio ahead
d. crouch near the rail

As my turn approached, Mr. Boghetti whispered that no matter what happened I must continue to the end of my aria and to be sure to sing the trill. It was lovely of him to refuse to be intimidated by the clicker, but I had been sitting there listening to the other singers, and at least six of them had launched into "O mio Fernando" and had been interrupted before they reached the middle. I made up my mind that I would not defy the rules of the contest, I would stop when the implacable clicker sounded.

I was finally called, and I began with the recitative and then launched into the aria proper, with one part of my mind waiting apprehensively for the voice of doom upstairs. It did not come. I was allowed to sing the whole aria, including the trill. There was a burst of applause from the other contestants in the auditorium because no one had gone through an entire number. An indignant voice reminded everyone that the rule against applause must be observed. Then a judge called from the balcony, "Does 44A have another song?"

81. This passage is mainly about a

- a. contest b. chorus c. theater d. concert

82. The person telling the story was

- a. the sixth singer b. 44A c. Boghetti d. Fernando

83. There was a rule against

- a. finishing b. interrupting c. whispering d. clapping

84. The person telling the story was determined to

- a. wait patiently b. obey the rules c. continue to the end
d. listen to the others

85. What "did not come?"

- a. applause b. the trill c. the aria d. the clicker sound

We went down to the shore and I delivered a short technical lecture, but the boys paid no attention. Without hesitation they accompanied me to a shallow rocky bottom amidst sea wrack, spiny urchins, and bright fish. The peaceful water resounded with screams of delight as they pointed out all the wonders to me. They would not stop talking. Philippe's mouthpiece came loose. I crammed it back in place and jumped to Jean-Michael to restore his breathing tube. They tugged at me and yelled questions as I shuttled between them, shoving the grips back between their teeth. In a short time, they absorbed a certain quantity of water, and it was apparent that nothing short of drowning would still their tongues. I seized the waterlogged children and hauled them out of the water.

86. How did the boys feel about going in the water?

- a. reluctant b. eager c. silly d. frightened

87. Why did the boys pay no attention to the lecture?

- a. they got there too late b. they were under water c. they were screaming
d. they weren't interested in it

88. What was the water like?

- a. muddy b. cold c. shallow d. rough

89. The boys had trouble with the equipment because they were

- a. diving b. jumping c. talking d. tugging

In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to "preserve, protect, and defend it."

I am loath to close. We are not enemies. but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to

every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union when again touched, as surely they will be, by the better angels of our nature.

90. What does the speaker hope will unite people?

- a. the broad land b. the common enemy c. memory d. passion

91. The speaker insists that his listeners must

- a. protest b. wake up c. break their bonds d. be friends

92. The speaker wishes to

- a. assail his enemies b. break this oath c. preserve the government
d. protect the aggressors

93. The speaker says a civil war would have to be started by

- a. a solemn oath b. the government c. his fellow citizens
d. the will of heaven

STOP

CHECK YOUR WORK

APENDIX II
Gates Mac-Ginitie Reading Instrument

PART 1: VOCABULARY (Posttest)

DIRECTIONS: Circle the letter next to the response which means the same as the underlined word.

VOCABULARY

1. complete

- a. alike
- b. unending
- c. skilled
- d. finished
- e. compare

2. enlist

- a. grow up
- b. join
- c. run away
- d. march
- e. compile

3. fee

- a. permit
- b. limit
- c. payment
- d. ticket
- e. entrance

4. justify

- a. nearly miss
- b. prove right
- c. let off
- d. signify
- e. regret

5. lease
- a. slow movement
 - b. petition
 - c. tax
 - d. contract
 - e. loophole

6. abolish
- a. do away with
 - b. dust off
 - c. declare
 - d. ornament
 - e. nonsense

7. satisfactory
- a. full
 - b. better
 - c. manufactured
 - d. elementary
 - e. acceptable

8. fantasy
- a. puppet
 - b. excitement
 - c. castle
 - d. make-believe
 - e. purity

9. exceed
- a. go beyond
 - b. do well
 - c. proceed
 - d. stumble
 - e. approve

10. logic
- a. mystery
 - b. relic
 - c. reasoning
 - d. mathematics
 - e. headquarters

11. sulk

- a. pour
- b. kick
- c. wrinkle
- d. doubt
- e. pout

12. symptom

- a. sign
- b. illness
- c. piece
- d. radio
- e. prescription

13. intention

- a. prison
- b. opinion
- c. interest
- d. organization
- e. purpose

14. drought

- a. breeze
- b. opinion
- c. interest
- d. organization
- e. purpose

15. emphasize

- a. burst
- b. dream
- c. stress
- d. breathe out
- e. overlook

16. glimmer

- a. cutter
- b. murmur
- c. fame
- d. sound
- e. weak light

17. sane
a. sensible
b. partly
c. similar
d. legal
e. clinical

18. mastery
a. brace
b. control
c. slavery
d. majority
e. watchdog

19. tolerate
a. reveal
b. allow
c. ignore
d. speed up
e. downgrade

20. hasten
a. go away
b. spill
c. have
d. hurry
e. decay

21. tariff
a. business
b. tax
c. officer
d. surface
e. argument

22. tranquil
a. peaceful
b. flower
c. mixture
d. rapid
e. remote

23. compromise

- a. speak out
- b. move on
- c. collect
- d. settle
- e. pledge

24. dramatic

- a. medical
- b. energetic
- c. edible
- d. painful
- e. spectacular

25. porous

- a. feathery
- b. full of holes
- c. veiled
- d. smelly
- e. liquid

26. crisis

- a. emergency
- b. goddess
- c. shortage
- d. victim
- e. appearance

27. colossal

- a. tired
- b. building
- c. huge
- d. pillar
- e. crumbling

28. impact

- a. mischief
- b. secret oath
- c. baggage
- d. defect
- e. effect

29. foolhardy

- a. inventive
- b. strong
- c. sterile
- d. reckless
- e. fundamental

30. significant

- a. costly
- b. defiant
- c. small
- d. signed
- e. notable

31. falter

- a. lose
- b. tailor
- c. hesitate
- d. strap in
- e. leave behind

32. musty

- a. necessary
- b. moldy
- c. fussy
- d. overcast
- e. powdery

33. amass

- a. count
- b. fabric
- c. worship
- d. accumulate
- e. grow smaller

34. strum

- a. string
- b. rhyme
- c. play on
- d. tune up
- e. think up

35. calamity

- a. terrible event
- b. thunderstorm
- c. finality
- d. crowd
- e. torrent

36. acknowledgment

- a. thought
- b. clock work
- c. intelligence
- d. recognition
- e. investment

37. jovial

- a. partial
- b. rainy
- c. cheerful
- d. courteous
- e. lordly

38. melancholy

- a. angry
- b. ill
- c. sticky
- d. cowardly
- e. depressed

39. treachery

- a. collection
- b. sport
- c. deceit
- d. kitchen
- e. execution

40. compensation

- a. pay
- b. dampness
- c. comparison
- d. sensation
- e. worth

41. ordeal

- a. summons
- b. trial
- c. bargain
- d. gamble
- e. request

42. nonpartisan

- a. solemn
- b. not peaceful
- c. national
- d. neutral
- e. entirely

43. gaudy

- a. aggressive
- b. flashy
- c. sinful
- d. sweet
- e. tuneful

44. zealous

- a. foolish
- b. stingy
- c. envious
- d. healing
- e. eager

45. surly

- a. rude
- b. unquestioned
- c. curled
- d. noisy
- e. cynical

STOP

CHECK YOUR WORK .

PART II: COMPREHENSION (Posttest)

The pineapple is a tropical plant native to South America. It was first grown commercially for its fruit in the Azores, about 1850, and in Florida soon afterward. Today, pineapples are grown and canned in many tropical areas, including Hawaii, the Philipines, and Puerto Rico.

51. Where did the pineapple plant first come from?

- a. Hawaii b. Japan c. South America d. the Phillipines

52. Pineapples were first grown for profit in

- a. Florida b. Ontario c. the Azores d. Puerto Rico

In 1908, the year of the Quebec Tercentenary, the government had a special medal struck to be given to families who had owned their farms in an unbroken line for two hundred years. There are many old habitants who can proudly show you that medal. Its motto tells the story of French Canada: "With Sword, With Cross, With Plow."

53. In this passage, the word struck means

- a. discovered b. stopped working c. missed d. made

54. People received anniversary medals because they were

- a. the first settlers b. descendants of early farmers c. leading citizens
d. prize-winning authors

55. Which influence on French Canada's development did the motto not include?

- a. conquest b. religion c. industry d. agriculture

There are many more edible than inedible wild mushrooms, but some of the poisonous types are quite common. One deadly mushroom, called the destroying angel, looks very much like the ordinary field mushroom, which is safe to eat.

56. The destroying angel and the ordinary field mushroom may be confused because of their

- a. shape b. effect c. taste d. smell

57. Compared to the inedible types of mushrooms, the edible types are

- a. wilder b. more numerous c. smaller d. bigger

At the age of eight, Anna Pavlova, was taken to the Maryinsky Theater where she saw a performance of the Sleeping Beauty. Her reaction differed little from the reaction of any other child. It was to be expected that she would want to become a dancer. But while other children would forget or soon turn to new desires, Anna insisted on being taken to the director of the Ballet School . She had to wait for acceptance until she completed her tenth year. " And so I had to wait two years during which I remained a sad and dreamy soul."

58. In what way was Anna's reaction to her first performance different from that of most children?

- a. she wanted to see the school director b. she wanted to become a dancer
c. she soon forgot about ballet. d. She didn't enjoy the performance.

59. Anna didn't start training for two years because of her

- a. age b. sadness c. other interests d. illness

60. It seems that, during those two years, Anna

- a. worked hard b. got well c. changed her mind
d. dreamed of dancing.

Boyle put a large, ticking watch inside a glass globe and began to pump out the air. The ticking became fainter, until at last he could not hear it at all. When air was let back into the glass globe , the ticking sound was again heard. Boyle proved what others before him failed to: sound is carried by air.

61. When the air was out of the globe, the watch

- a. started working b. stopped working c. slowed down
d. couldn't be heard

62. Boyle was the first to prove that

- a. air carries sound b. air can be pumped
- c. a watch cannot run without air d. sound can pass through glass

I often watched and admired the Indian boys as they demonstrated their horsemanship. Once or twice I encountered them on the open range land and we raced our mounts. They sat high on their horses' shoulders, almost at the base of the neck, and leaned precariously over the flying mane. They never jeered at my comparatively awkward riding talent, but they were frankly contemptuous of my saddle and bridle. It was clear that it seemed funny to them that this white boy insisted on placing a saddle in the middle of a horse and riding back there where all the bouncing occurred.

63. According to the author, the Indian boys rode on the shoulders of their horses so they

- a. would be bounced less b. could go faster c. could get a better grip
- d. would not have to use saddles

64. The Indian boys were openly scornful of the author's

- a. clothing b. bridle c. horse d. awkwardness

65. The Indian boys aroused in the author a feeling of

- a. friendship b. respect c. pride d. shame

The whale has an extraordinary layer of insulation - a coat of blubber that holds in heat like asbestos around a stove. This permanent insulation presents the whale with problems similar to those of a person with only one coat for all occasions. Fortunately for the whale, temperatures in the sea don't reach great extremes and don't fluctuate sharply.

66. According to the passage, one disadvantage of the whale's blubber is that it is

- a. under the skin b. heavy in weight c. thick d. permanent

67. The passage describes the temperature of the seas as

- a. growing colder b. growing warmer c. varying greatly
- d. not changing much

It is bad enough that a man should be ignorant, for this cuts him off from the commerce of other men's minds. It is perhaps worse that a man should be poor, for this condemns him to a life of stint and scheming in which there is no time for dreams and no respite from weariness. But what surely is worst is that a man should be unwell, for this prevents his doing anything much about either his poverty or his ignorance.

68. Which does the author feel is worst?

- a. weariness b. poverty c. sickness d. ignorance

69. This passage says that the poor man is deprived of

- a. commerce b. power c. dreams d. good health

70. The passage mentions three kinds of hardships. When people face the third of these, their greatest need is for

- a. society b. medicine c. money d. education

The finest chinaware is made from kaolin, or primary clay. Pure kaolin is white, and stays white even after firing. It is most often found in nature mixed with other substances. Such mixtures, called ball clay, also make good chinaware, but the final product is not as white as that made from primary clay.

71. What makes fine chinaware white?

- a. firing b. kaolin c. talc d. sand

72. Compared to ball clay, primary clay has

- a. greater purity b. darker color c. less kaolin d. more chinaware

As I sat down calmly on flat earth and looked at my life a certain great fear seized me. Was I the masterful captain or the pawn of laughing sprites? Who was I to fight a world of color prejudice? I raise my hat to myself when I remember that, even with these thoughts, I did not hesitate or waver; but just went doggedly to work, and therein lay whatever salvation I have achieved.

73. What was the author's enemy?

- a. poverty b. prejudice c. indecision d. laughter

74. The author was afraid because he

- a. could not think b. could not escape c. doubted his power
d. had seen spirits

75. The author says that he was saved by

- a. waiting b. working c. looking ahead d. being calm

Now and then Father put the drafting tools aside and took me with him on trips to factories where he was supervising the setting up of his presses. One day, in the plant in Dunellen, New Jersey, where for many years his rotary presses were built. I saw a foundry for the first time. I remember climbing with him to a sooty balcony and looking down into the mysterious depths below. "Wait," Father said, and then in a rush the blackness was broken by a sudden magic of flowering metal and flying sparks. I can hardly describe my joy. To me at that age, a foundry represented the beginning and end of all beauty. Later, when I became a photographer, with that instinctive desire that photographers have to show their world to others, this memory was so vivid and so alive that it shaped the whole course of my career.

76. The author's father supervised the setting up of

- a. foundries b. factories c. safety rules d. presses

77. The sudden flow of metal made the author

- a. wait b. blind c. afraid d. joyful

78. The author and her father watched the scene from

- a. a balcony b. a stairway c. behind safety glass d. the roof

79. What does the author say influenced her career?

- a. an accident b. her father c. a photographer d. a memory

80. The author says that photographers have an instinctive desire to

- a. share their world b. capture reality c. create beauty
- d. preserve their memories

For nearly half of the year it had not existed. It had been an extension of the snowdrifts and of the paths cut through them. People would walk, ride, and gallop over the river as they would over dry ground, and they would almost forget that the river was there, under them. Then, suddenly, a wide streak in this motionless, snow-covered expanse stirs, separates from the rest of the thick, hard surface and moves on - it moves with everything that happens to be on it at the time, with piles of all kinds of objects, with the cattle that happened to stray over its frozen surface, and at times even with the people who were making the crossing. Calmly and majestically, beginning with a dull, menacing, crashing noise, the endless snow-covered ice serpent moves. Soon it begins to crack and break up into blue-white boulders of ice which turn on their side, rise up, and clash with one another like mounted warriors. They crash, whirl around, and move on.

81. This passage tells how, in the winter, people would

- a. never forget the river existed b. not go near the river
- c. watch the surface for cracks d. herd their cattle down the river

82. The first sign of the melting is

- a. paths in the snowdrifts b. a shifting streak c. whirling chunks of ice
- d. people returning to the river

83. In the passage, the river ice is called a

- a. battleground b. slumbering beast c. wild horse d. serpent

84. The movement of the river ice is described as

- a. hidden by snow b. majestic c. silent d. dull

85. The "mounted warriors" are

- a. frightened cattle b. riders caught on the ice c. logs in the river
- d. boulders of ice

No one laughed. Philippe stood, resting his forehead against the backs of his wide hands which still held the handle of a hammer propped against his anvil. He

weighed his thoughts. His four workfellows watched him, and, very small among these large men, Simon waited anxiously.

Suddenly, responding to the feelings of the others, one of the blacksmiths said to Philippe, "She's a good and brave woman, all the same, this Blanchotte, true and steady in spite of her troubles, and she would make a wife worthy of any honest man."

"He's right," the other three agreed.

Only the bellows fanning the fires of the forge could be heard. Brusquely, Philippe bent down to Simon: "Go and tell your mama that I'm coming to speak with her tonight." Taking the child by the shoulders, he pushed him outside.

86. Philippe works as a

- a. miner b. blacksmith c. carpenter d. fireman

87. What is Simon?

- a. an honest man b. a fellow worker c. a woman d. a boy

88. The men think that Blanchotte is

- a. Philippe's wife b. a brave child c. a woman with troubles
d. a spiteful neighbor

89. Philippe's fellow workers encouraged him to

- a. forget his troubles b. put the child outside c. marry Blanchotte
d. hire Simon

One of the world's greatest fighters in the cause of peace was an Austrian baroness, Bertha von Suttner. The only woman to attend the Hague Peace Conference, founder and first president of the Austrian Peace Association, speaker at numerous international meetings, and author of the best seller Lay Down Your Arms, she had been the first woman recipient of the Nobel Peace Prize, in 1905. The award had a special meaning for Bertha von Suttner. She and Alfred Nobel, the Swedish inventor of high explosives, had long been friends. But they had always disagreed on the best way to peace. He believed that peace would be secured by inventing weapons so terrible that nations would never dare to use them. Only after his death in 1896 did she learn that he had followed her

suggestion and created a Peace Prize in addition to the other Nobel Prizes for science and literature. Because of litigation over the terms of his will, it took five years before the first prizes could be awarded.

90. Alfred Nobel and Bertha von Suttner were

- a. laughed at b. feared c. friends d. enemies

91. Which of these did Bertha von Suttner found?

- a. the League of Nations b. the Nobel Peace Prize c. the Hague Conference
d. the Austrian Peace Association

STOP

CHECK YOUR WORK

APPENDIX III

Interest Inventory

Directions: Circle the correct response.

SA - STRONGLY AGREE

A - AGREE

D - DISAGREE

SD - STRONGLY DISAGREE

1. I love to read.

SA A D SD

2. Reading is something I do daily.

SA A D SD

3. I read when it is not required of me.

SA A D SD

4. I enjoy having thirty minutes everyday to read for pleasure.

SA S D SD

5. I read the newspaper at least once a week.

SA A D SD

6. I enjoy reading different magazines.

SA A D SD

7. I enjoy going to the library.

SA A D SD

8. Books are wonderful.

SA A D SD

APPENDIX IV

Survey of Reading Attitudes

DIRECTIONS: Please respond to the following items by putting a circle around the answer that you think is best. Consider, number 1 the lowest rating, and number 4 the highest rating. Do Not put your name on this form.

1. To what extent do you participate in the PARTY sessions?

1-I did no real reading

2- I did a little reading

3-I did a significant amount of reading

4-I did a great deal of reading

2. To what extent do you feel that the PARTY sessions are valuable in building an interest in reading at your school?

1-No help

2-I gained a little interest in reading

3-I gained a significant amount of interest reading

4-I gained a great deal of interest in reading

3. Did your own reading habits increase because of the PARTY sessions? (For example, did you start a book during a PARTY session and finish it later, or did you get to read something you otherwise wouldn't have read?)

1- No change in my reading habit

2-I read a little more than before

3-I read a significant amount more than before

4-I read a great deal more than before

4. Did you come prepared to read during the PARTY sessions?-

1-Never

2-Sometimes

3-Usually

4-Always

5. During the PARTY sessions was your room usually:

1-Too noisy

2-A bit noisy

3-Normally quiet

4-Very quiet

Developed by Mark Sadoski to measure attitudes toward pleasure reading.

APPENDIX VI

Reading Observation Checklist

Directions: For each week, place a check daily under the appropriate day of the week, when students are engaged in reading during the PARTY sessions. If students are not engaged in reading (sleeping, talking, etc.), place a "0" instead of a check under the correct day of the week.

Name of Student	Week 1 MTWTHF	Week 2 MTWTHF	Week 3 MTWTHF	Week 4 MTWTHF	Week 5 MTWTHF
1	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
2	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
3	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
4	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
5	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
6	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
7	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
8	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
9	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
10	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
11	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
12	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
13	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
14	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
15	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
16	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
17	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
18	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
19	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
20	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
21	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
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31	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
32	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓

APPENDIX VI (cont.)

Name of Student	Week 6 MTWTHF	Week 7 MTWTHF	Week 8 MTWTHF	Week 9 MTWTHF	Week 10 MTWTHF
1	✓✓✓✓0	0✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
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3	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
4	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
5	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
6	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
7	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
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12	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
13	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
14	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
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16	✓✓✓✓0	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
17	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
18	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
19	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
20	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
21	✓✓✓✓✓	0✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	0✓✓✓✓
22	✓✓✓✓✓	✓✓✓✓0	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
23	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
24	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
25	✓✓✓✓✓	✓✓✓✓✓	0✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
26	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
27	✓✓✓✓✓	✓✓✓✓0	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
28	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	0✓✓✓✓
29	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
30	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
31	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓
32	✓✓✓✓✓	✓✓✓✓✓	00✓✓✓	✓✓✓✓✓	✓✓✓✓✓

APPENDIX VI (cont.)

Name of Student	Week 11 MTWTHF	Week 12 MTWTHF
1	✓✓✓✓✓	✓✓✓✓✓
2	✓✓✓✓✓	✓✓✓✓✓
3	✓✓✓✓✓	✓✓✓✓✓
4	✓✓✓✓✓	✓✓✓✓✓
5	✓✓✓✓✓	✓✓✓✓✓
6	✓✓✓✓✓	✓✓✓✓✓
7	✓✓✓✓✓	✓✓✓✓✓
8	✓✓✓✓✓	✓✓✓✓✓
9	✓✓✓✓✓	✓✓✓✓✓
10	✓✓✓✓✓	✓✓✓✓✓
11	✓✓✓✓✓	✓✓✓✓✓
12	✓✓✓✓✓	✓✓✓✓✓
13	✓✓✓✓✓	✓✓✓✓✓
14	✓✓✓✓✓	✓✓✓✓✓
15	✓✓✓✓✓	✓✓✓✓✓
16	✓✓✓✓✓	✓✓✓✓✓
17	✓✓✓✓✓	✓✓✓✓✓
18	✓✓✓✓✓	✓✓✓✓✓
19	✓✓✓✓✓	✓✓✓✓✓
20	✓✓✓✓✓	✓✓✓✓✓
21	✓✓✓✓✓	✓✓✓✓✓
22	✓✓✓✓✓	✓✓✓✓✓
23	✓✓✓✓✓	✓✓✓✓✓
24	✓✓✓✓✓	✓✓✓✓✓
25	✓✓✓✓✓	✓✓✓✓✓
26	✓✓✓✓✓	✓✓✓✓✓
27	✓✓✓✓✓	✓✓✓✓✓
28	✓✓✓✓✓	✓✓✓✓✓
29	✓✓✓✓✓	✓✓✓✓✓
30	✓✓✓✓✓	✓✓✓✓✓
31	✓✓✓✓✓	✓✓✓✓✓
32	✓✓✓✓✓	✓✓✓✓✓

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